Advisory Team: Educator Equity and Support

MINUTES	MAY 5, 2016 4:00 – 6:00 PM	DEPARTMENT OF EDUCATION

ADVISORY TEAM LEAD	Ashley Frame Karen Soule Nicole Heimarck Ginny Clifford
NOTE TAKER	Michelle Gauthier
ATTENDEES	Susan Copley, NHASCD Irv Richardson, NEA-NH Alana Mosely, Franklin Pierce Alisha Hansen-Proulx, Manchester Christine Downing, SAU 88 Amy Parkinson, Pembroke Marcia McCaffrey, NHDOE Gerry Buteau, Plymouth State University Tracy Bricchi, Gilford Paul Yergeau, Deerfield Community School Ethel Gaides, Pemi-Baker Asst. Superintendent Page Tompkins, UVEI Bethany Bernasconi, Amherst School District Barrett Christina, NH School Boards Association Laurie Johnson, Retired Asst. Superintendent Sharon Sparks, Paraeducator NEA-NH Peter Durso, NHDOE and Former Principal Jennifer Rainie, NHDOE Dianne Vinneau (responded electronically)
OBSERVERS	Deborah Fleurant, NHDOE
PRE-READ MATERIALS	

DISCUSSION	Objectives for Meeting: To begin examining the deep-dive questions to understand benefits of current practice and set some improvement goals.

Ashley Frame welcomed team members and introductions were given. Advisory Team members broke into four (4) groups to review and discuss the initial deep dive questions focusing on Educator Equity and Support, Title II. Question number four (4) will be looked at during a future meeting. Each group focused on one question for 15 minutes and then rotated. A note taker recorded thoughts and input of the group.

One (1) Advisory Team Lead was involved with each group:

Certification - Ginny Clifford

Question #1: How does the State of New Hampshire currently certify and license its educators? What are the benefits and challenges with our current system? Are there any changes that need to be made to ensure that educators maintain their certification and improve their practice?

Benefits:
Multiple pathways
We have middle school endorsements supporting stronger content for grades 5-8
Local districts may support/ mentor potential leaders
Action-research option for PD
Flexible professional learning options and job embedded learning
Evidence based PD

Challenges:
Content preparation for grades 7-8
Content preparation indicators without HQT regulations
Shortages in administrative credentials—particularly principals and superintendents
Content preparation for special education
Turnover of administrative staff
Weak pool of principal candidates
Accountability→Responsibility

Ideas for Changes:
Grade range breaks for elementary/middle grades (?)
Method of calculating critical shortages
Pathways for changes in STEM fields
Reintroduce a general or integrated science endorsement
Options for demonstrating content knowledge
Pathways/lattice for leadership pipeline

Micro-credentialing (?)
Reduce k-8 certifications, use middle
Revisiting Professional Education Standards in light of focus on teacher capacity and effectiveness.

<u>Teacher Preparation - Nicole Heimarck</u>

Question #2: How does the State of New Hampshire work with preparation programs, and how does the State work to improve teacher preparation? How can we improve that process?

1st group:
Are you looking at an over-population in certain endorsement areas at the state level (el. Ed.)
SAU 40 finding applicants finish programming but not close the gap on certification. Stronger connection and full completion through certification.
Examine consistency and clarify of field experiences. What is required or the expectation for field experiences?
Follow progress of new teachers/beginning educators. Collect data. What would be the evidence?
Can the state consider dual certification opportunities and programs for elementary ed and special ed and early childhood and special ed?
Early Childhood minimizes flexibility of elementary ed principals.
Reference was also offered to induction and mentoring. What can the state to in this area?
What can the Department Of Education do to guarantee a similar experience in coursework and experiences across institutions?

2nd group:
One of the big inequities is that the programs are quite different. Significant variations in experiences.
Districts sometimes deal with missed opportunities at the IHE level; content gaps, assessment gaps.
Want to continue to extend competency-based in the adult learning model.
How do we maintain accountability and rigor in alternative programs and pathways to certification?
Concern about consistency and training in alternative certification plans. Pull district people who oversee to develop a consistent process at the LEA level.
Can the Department Of Education provide exemplars with accountability?
What does it mean to be ready to go into a classroom? Defining this could address the variation.
Can k-12 folks attend IHE network meetings to provide feedback and bring in

voices from the field?

Teachers in prep programs don't understand competencies. There is a gap in current programming in higher education. Balanced assessment systems. Differences in programs are also positive.

3rd group:

Cost benefit analysis for teacher leadership; it is difficult for districts to see the gain. There is long term benefit; the short term cost is a challenge to the system. Define for districts what the pathways are.

A greater emphasis needs to happen on teacher evaluation and supervision. This appears to be a gap. There is a disconnection about when this first occurs.

Re-examine the internship model. How are cooperating teachers selected? (micro-credential??) You need to open and close a classroom, not just be there for 12 weeks.

We need a strong mentorship and induction program. Will this in part address the concern above? This also speaks to a teacher/leader.

4th group:

Do we have a library science program in the state? (Simmons URI). How are we meeting the needs of the state?

Do we re-examine the standards for ETIS and Library Media Specialist, Library Science?

How do IHEs work with candidates pursuing teaching areas where there is an over-population and no jobs?

How do we balance critical shortage areas with students' passions?

How do we create multi-dimensional candidates? (flexibility)

What drives quality? Can we describe what people need to do?

A year-long internship is highly valued by districts. What are the differences we are seeing in 1 year-long internship vs. shorter?

Can we state expectations more succinctly?

What drives quality at the IHE level?

Mis-alignment in approach across Professional Standards Board and the Council on Teacher Ed. Facilitate the two coming together.

How would the PS write regulations supportive of the continuous improvement process? What is a good regulation?

What kind of training should PSB receive given the nature of their work?

<u>Equitable Access/State Activities – Ashley Frame</u>

Question #3: How do the activities of the State of New Hampshire (under Title II) improve equitable access, improve student achievement, align to challenging state academic standards and how are the activities evaluated for success?

1st group:
Improve partnerships with higher educations and school districts
The state's involvement could be the "how" to the "why" or "what"
Leadership training is a priority
Competency-based learning coaches for schools and districts to broaden the reach outside a small group
Communication about other district/LEA activities to increase partnerships and share ideas
Equitable distribution of professional learning—to make sure the "middle" districts are improving
Evaluate programs to ensure success and improvement
Sharing and peer-to-peer coaching system creation
Customized personal learning for professionals
Out-of-field or specialized PD for anomalies
Assessment literacy training is a priority—approaches, content specific, learning what you are assessing and using it to inform practice

2nd group:
Development of method for evaluating PD is a priority. How to measure it?
Connecting schools to schools→creating learning models
Equity of training—giving all the opportunity
NH Networks and other alternative delivery methods of PD.
Opportunities to share successes and reconnect.
Improved/open communication from Department to districts
Sustained PD and supported PD is a priority for State and LEAs—how to ensure that this happens?
Access to trainings (equitable)
Poverty is an issue impacting PD and the quality of PD.
Transparent contracting and communication is important from the Department Of Education.
Communicating a vision is important from the Department Of Education

3rd group:
Induction and mentoring for teachers and leaders is a priority for State Title IIA activities

Peer coaching
Giving actionable and timely feedback
Training in assessment
Leadership training in meaningful evaluation
Support for Leadership (induction and mentoring)
Making training and materials available and reaching a broader audience.
Ensuring access for all schools/districts
Trainings that build capacity and don't just fizzle out.
Transparency in PD contracts
Creating models that people can replicate
Online resources (some exist)
Promoting resources for best practices and sharing
Defining high quality professional learning with a focus on improving practice
Promoting best practices that exist in the state
Recognition of best practices that exist in the state

4th group
Support for educators in 1st 3-5 years (induction and mentoring) is a priority
Teachers, support staff, administration all need PD
Data collection on retention of staff—this is a gap/need
Recruitment of high school students/other careers into the profession
Partnerships between higher education and schools (an alliance)
Future Educators of America as a model (NEA)
Mentorship
Training mentors is important
Schools as models for how it could work
Equity across the state relative to recruiting excellent educators
Recruiting diverse educators
Research other states who have leadership programs at the state level
Mentoring and induction for leaders in response to information on costs of administrative turnover
Utilizing existing national resources
Competencies and training based on various entry points
Statewide or local control related to competencies is still a question
Equity across districts—developing the same language about standards and competencies.

High Quality Educators – Karen Soule

Question #5: How will the State of New Hampshire assist districts in ensuring that all students have high quality educators?

Benefits:
Flexible
Defined for important areas
Teacher Prep/instruction
We have a system
Look at transcripts to review if the system is doing it right
Common language
Opportunity what it means to teach in a content area
Flexibility
Frameworks building on the structure
Reflective conversations
Peer review

Gaps:
External service providers
Definition of HQT
Statewide training
Leadership training
Look at mentors
Leadership
Induction/mentoring
Alignment with holistic and analytic rubric

Challenges/Opportunities:
Lack of good data collection at state level
Self-reported data
Various models of supervision
Transition
Training/fidelity of training
Dynamic state, feds, DOE policy
Possibly more autonomy
Young Leaders
Lack of alignment due to different systems
Pedagogical differences
Opportunity to emphasize PD and feedback vs. evaluation
District accountability for teacher supports

Improvement:
Mentorship/induction (multiple mentions)
Training for models
Principal evaluation

How to do evaluation
Some consistency needed
Lack of leadership
Ongoing relationship of educator support and evaluation with new plan (ESSA)
Increased support to districts for developing new plans
Increased support/build capacity

Each group reported out on their most important points or reoccurring theme:

Group 1: Value teacher content knowledge, value partnerships between K-12 and higher education ensuring the system works both ways that teachers are well informed and consistent measure of alternative paths; and, value leadership and emerging leaders
Group 2: Value teacher content K-8 school system, middle school teachers, and consistency at all levels, i.e., local, state
Group 3: Mentoring and induction for both teachers and leaders, field support and internships, making sure supports are in place, supporting stakeholders, a shift in tone towards development and capacity building and de-emphasizing accountability, effective communication
Group 4: Mentorship and leadership. The role of leadership in the school community has changed. Work on building leadership and looking at the needs of the school community.

Next meetings: June 2, 2016 and July 14, 2016